

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	Document Control Center Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 Received Texas Education Agency 2016 MAR 28 PM 2:05 Place date stamp here.
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal Information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Zoe Learning Academy	101-850		
Vendor ID #	ESC Region #	DUNS #	
76-0651761	04	084971568	
Mailing address		City	State ZIP Code
6701 Cullen Blvd.		Houston	TX 77021

Primary Contact

First name	M.I.	Last name	Title
Dr. Richard		Rose	Superintendent
Telephone #	Email address		FAX #
(713) 748-4228	rsrose2012@gmail.com		(713) 748-7833

Secondary Contact

First name	M.I.	Last name	Title
Stonie		Arbuckle	Dean of Instruction
Telephone #	Email address		FAX #
(713) 748-4228	stoniearbuckle@me.com		(713) 748-7833

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Richard		Rose	Superintendent
Telephone #	Email address		FAX #
(713) 748-4228	rsrose2012@gmail.com		(713) 748-7833

Signature (blue ink preferred)

Date signed

03/24/2016

Only the legally responsible party may sign this application.

701-16-102-038

Schedule #1—General Information (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared ServicesCounty-district number or vendor ID: **101-850**

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.				
Member Districts				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 101-850			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Grand total:				

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By TEA staff person:

Schedule #4—Request for AmendmentCounty-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	6400				
5.	Schedule #11: Capital Outlay	6600				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: (8 pts.) *Program is appropriate and will successfully address the needs of the target population or other identified needs.* Zoe Learning Academy (ZLA) requires funds to operate community learning centers that will provide enrichment opportunities to the high percentage of students that are classified as high-poverty (**68.2%**), have high retention rates (**4.1%**), have low attendance (**93.6%**), and are low-performing in all academics (**65%**). Additionally, these students reside in a community that, based upon its community population, has extremely high crime rates (over 201,000 offenses per year). These community learning centers will benefit the population because they will offer students safe out-of-school-time extended learning opportunities, to address academic deficiencies and increase their college and career readiness. In addition, both students and their families will have access to a broad array of additional services, programs, and activities that are designed to build character, improve self-esteem, increase parental involvement, and reinforce positive decisions. This will include: tutor and homework assistance training, parenting classes, drug and gang prevention workshops, and more. Other activities include: academic activities; youth development activities; college readiness activities; and family enrichment activities. Utilizing funds provided through the 21st CCLC grant, ZLA can increase student achievement and break the cycle of poverty and crime in the community by providing them a safe haven and the tools needed to prepare students and their family for post-graduation college and/or employment.

How the budget was developed: In order to develop the proposed budget, the Charter reviewed the grant's goals. Next the Charter determined how many students and family members would be participating in the program and the amount of funds needed to provide appropriate equipment, supplies, staff, travel to attend the programs, and program management. The Charter also solicited input from community stakeholders by ensuring a Public Notice was placed on the 03/21/2016, board meeting agenda. This would allow for discussion and consideration of the submission of the 21st CCLC application, as well as, allow Charter staff to collect input from the community regarding the design of the program. This provided an accurate understanding of how grant funds would need to be budgeted in order to meet the defined goals of the application.

How the demographics of the Charter relate to the defined goals and purposes of the grant: Based on the needs assessment conducted, it was determined that ZLA has a significant need for the 21st CCLC program. The following areas of concern were identified in the needs assessment that was conducted:

Student Demographics:

Economically Disadvantaged - 68.2% (State: 58.8%); **Retention** 4.1% (State 2.5%); **Attendance** - 93.6% (State: 95.9%); **African American** - 92.9% (State: 12.6%)

Academics:

Reading - 70% (State: 77%) **Writing** - 71% (State: 72%) **Science** - 36% (State: 78%)

Post-secondary Readiness:

Two or More Subjects - 19% (State: 41%); **Reading** – 23% (State: 46%); **Science** – 14% (State: 44%)

Disciplinary Issues:

Discipline Record Count - 3.2%; **Students Suspended Out of School** – 2.3%

(*The State does not offer these grade-level statistics for comparison)

Community Concerns:

Murders – 242; **Robberies** – 10,186; **Assaults** – 10,768; **Auto Thefts** – 14,443; **Burglaries** – 21,629; **Gangs** - 225

The Charter plans to utilize grant funds to improve students' academic performance and increase parental involvement by implementing programs that **align with the purpose and goals**. By providing structured activities, the Charter will focus on promoting and reinforcing positive behaviors, improving academic performance, decreasing delinquency, and increasing parental involvement; thus, addressing the needs identified in the community assessment. **(4 pts.) Activities relate directly to the goals, objectives, strategies, and program description and requirements.** The proposed program seeks to improve academic performance, grade promotion rates, and post-secondary readiness through *Academic Activities*. The activities will be provided during the first half of the after-school and summer session programs by Charter and grant staff, as well as, partnering Community-Based Organizations (CBOs). Based on a need assessment performed, each of the participating 21st CCLC students will be offered tutoring and homework assistance in core subject areas. Software-based reading assistance will be furnished through My Virtual Reading Coach and Pitsco's STEM Education curriculum will be implemented to help address deficiencies in Science academics.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Youth Development Activities: Charter staff will partner with community service learning programs and provide cognitive development activities such as: DARE presentations, gang prevention workshops, chess, music, computer basics, arts and crafts, and physical education. In addition,

Family Enrichment Activities will be offered to the families of participating students. Youth Young Americans Here On Operation (Youth Y.A.H.O.O.), Inc. will provide: Information and referrals for housing, utility assistance, food, child care, medical care, counseling, and substance abuse treatment; Counseling services for those needing assistance in coping with challenges of everyday life in areas related to drug and alcohol abuse, stress, child/parental abuse, suicide prevention, and other family matters; Housing/shelter referrals to the Family Recovery Center which will provide room and board for individuals faced with physical, mental, and substance abuse challenges; Transportation via bus tokens and vouchers for those needing transportation to doctor's appointments and job interviews; Food vouchers for qualified recipients to be used at specified locations to purchase, food, household items, cleaning supplies, etc.; Financial emergency assistance for rent, utility, and other emergency needs; Educational Training on basic office procedures and computer skills; Clothing/Blankets/Shoes/Food basket distribution to families in need; Job referrals/placement to family members seeking employment; and Training in basic office procedures, computer skills, and resume writing assistance. The Charter will also offer GED and family literacy classes to participants and their families through the Houston Community College (HCC).

Needs assessment process, determines efficacy, and when/how updated and changed: The needs assessment process was designed and reviewed by the Charter administrators. These individuals are responsible for determining the effectiveness of the assessment produced and ensuring the results clearly identify the gaps and weaknesses of the Charter. The stakeholders (Superintendent, Deputy Superintendent, Principals, Chief Financial Officer (CFO), Coordinator of Support, Contracted Providers, Community Members, and 21st CCLC Personnel) will meet on a quarterly basis, or as needed, to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas or needs. Any significant changes will be presented to the Board members and TEA for approval.

Charter will ensure that the program receives consistent, high quality management: The Project Director will oversee the 21st CCLC and obligate the Charter to the grant activities according to state/federal regulations. This individual will be required to hold a minimum of a Master's Degree. His/her experience, skills, and competency will be necessary to ensure the program remains within budget, on schedule, and within scope. The CFO will ensure that previously allocated state/local funds are not diverted from the Charter because of its acquisition of 21st CCLC funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local activities.

Method by which the Charter will evaluate the program including means used to measure progress in defined areas: In order for the Charter to be able to monitor the attainment of the programs goals, strategies, and objectives, the Charter will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Program observations will also be conducted on a regular basis in order to provide the grant officials the opportunity to determine whether participants are finding the programs and activities engaging. Finally, the Charter will review student achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the Charter has shown an increase in student/parent/ teacher participation.

Completely and accurately answers all statutory and TEA requirements: The administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately. ZLA stakeholders had the opportunity to provide feedback and address any areas of concern. Responses were reviewed and addressed prior to the submission of the grant. **(5 pts.) Application organized/completed according to instructions.**

On-going commitment to the goals of the grant and funding the program beyond grant funding: In order to ensure all participants remain committed to the success of the project, the Charter has ensured they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the Charter will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The Charter will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after funding ends.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101-850			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$338,733	\$0	\$338,733
Schedule #8	Professional and Contracted Services (6200)	6200	\$85,260	\$6,000	\$91,260
Schedule #9	Supplies and Materials (6300)	6300	\$53,437	\$0	\$53,437
Schedule #10	Other Operating Costs (6400)	6400	\$24,170	\$0	\$24,170
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$501,600	\$6,000	\$507,600
2.148% indirect costs (see note):					
Grand total of budgeted costs (add all entries in each column):			\$501,600	\$6,000	\$507,600
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements				
Administrative Cost Calculation					
Enter the total grant amount requested:					\$507,600
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$25,380
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

(7 pts.) *Costs reflected are appropriate for the expected results.* The requested amount of \$507,600 for the 21st CCLC project is reasonable, cost-effective, and adequate to support the project. The budget is reasonable when considering it will target 2 campuses, 185 students, 70 adults, and 4 grant members.

(10 pts.) *Budget adequately supports the activities outlined in the grant proposal.* The district will meet all grant requirements and offer high-quality programming through each of the three grant components.

- Grantee-Level Fixed Costs: A total of \$162,600 has been budgeted.
- Center-Level Fixed Costs: A total of \$160,000 has been budgeted for each of the two (2) centers.
- Student Variable Costs: A total of \$1,000 has been budgeted for each of the 185 participants.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 101-850		Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			
2	Educational aide			
3	Tutor			
Program Management and Administration				
4	Project director (required)	1		\$61,000
5	Site coordinator (required)	2		\$92,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant			
8	Data entry clerk			
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			
12	Social worker			
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			
14	ESC coordinator/manager/supervisor			
15	ESC support staff			
16	ESC other			
17	ESC other			
18	ESC other			
Other Employee Positions				
19				
20				
21				
22	Subtotal employee costs:			\$198,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		
24	6119	Professional staff extra-duty pay		
Extended Instruction Extra Duty:		6 teachers x 35 wks. x 15 hrs. x \$25 = \$78,750		\$78,750
Saturday Extra Duty:		4 teachers x 10 wks. x 15 hrs. x \$25 = \$15,000		\$15,000
25	6121	Support staff extra-duty pay		
Bus Drivers		2 bus drivers x 35 wks. x 2 hrs. x \$20 = \$2,800		\$2,800
26	6140	Employee benefits		\$44,183
27	61XX	Tuition remission (IHEs only)		
28	Subtotal substitute, extra-duty, benefits costs			\$140,733
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$338,733

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101-850		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		
Professional and Contracted Services		
#	Description of Service and Purpose	Amount Budgeted
1	Youth Young Americans Here On Operation (Youth Y.A.H.O.O.), Inc. - Will provide students after-school and summer activities, including homework assistance, academic tutoring, recreational activities, parenting classes for their caretakers, and referrals to needed services.	\$9,500
2	The City of Houston Police Department - Will provide drug abuse and resistance education to students. This will include a one-week session of DARE Summer Camp designed to enhance and reinforce the DARE concept and provide recreational activities for students.	\$2,000
3	PEERS External Evaluator - Will coordinate the collection and monitoring the quality and completeness of federal and state data. PEERS will ensure the independent evaluation is submitted to TEA and Charter.	\$6,000
4	Houston Community College - Will provide parents GED and family literacy classes that will enable parents to take a more active role in their child's education.	\$5,000
5	Technical Assistance Consultants - Will provide continued technical support, resources, and assistance with compliance and reporting of grant activities. Support will consist of on-sites and walkthroughs, as well as, teacher, student, parent, and administrator surveys. Based on the findings of the on-sites, walkthroughs, and surveys, targeted trainings and workshops will be provided to the district. These trainings and workshops will be provided to 21 st CCLC Staff, teachers, and paras to include: tutor training; proper identification of dyslexic students; strategies for working with at-risk students during after-school programming; PBIS strategies; etc. Additionally, written and electronic publications will be provided that will highlight the impact the program is having on the students. These publications will serve as a great way to increase the community's involvement and encourage participation.	\$50,760
6	CollegiateZone- Will utilize a 3-tiered process to identify students' traits, apply the appropriate academic course plan, and assist in preparing students for post-secondary education or employment. Will include: assisting with FAFSA applications, notifications, scholarships and testing dates, etc.	\$3,000
7	TES - My Virtual Reading Coach - Will provide supplemental ELL Reading intervention solutions and support to provide assistance in improving the Reading STAAR scores.	\$7,000
8	Pitsco - Will provide a variety of Science, Technology, Engineering, And Math (STEM) manipulatives which are age-appropriate and are composed of standards-based, relevant hands-on activities delivered via a student-focused learning process.	\$8,000
9		
10		
11		
12		
(Sum of lines a, b, and c) Grand total		\$91,260

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-district number or vendor ID: 101-850		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	
	Laptops (4) - Will be utilized at individual sites by the Project Director (1), Site Coordinators (2), and Family Engagement Specialist to complete program activities, collect data, and enter student enrollment.	\$4,000
	Printers (3) - Will be utilized at individual sites by the Project Director (1), Site Coordinators (2), and Family Engagement Specialist to print letters, data, and reports.	\$2,400
	Computers (25) - Will be utilized by the participating students to access online curriculum and complete assignments. Will also be utilized by parents to research employment opportunities.	\$12,500
	General Office Supplies - Miscellaneous supplies to be used by the Project Director and Site Coordinators to properly implement the 21 st CCLC Program.	\$12,500
	Parental Engagement Supplies - Will allow for the purchase of manuals, books, instructional supplies and materials, etc. for adult activities during the full 35 weeks of programming.	\$10,000
	Student Supplies - Will allow for the purchase of: Arts and Crafts - Paints, paper, glue, etc. for art projects; beads, manuals, and charms for jewelry crafting, etc.; Photography - Cameras, carrying cases, etc. Culinary Arts - Food ingredients, dishes, etc. Musical Instruments and Supplies - Guitars, guitar strings, music stands, keyboards, tuners, and music books; Sports Equipment - Basketballs, volleyballs and net, tennis balls and rackets, as well as, mats to be utilized for tumbling and gymnastics and karate activities; Robotic Supplies - Starter, starter programming, mechanics, sensors, and super bundles to be used in robotics activities; Dance - Music CD's; Horticulture - Planting soil, seed packages, pots, labels, peat moss, fertilizer, pruning shears, gloves, watering cans, and trowels; and Chess boards and timers. <ul style="list-style-type: none"> • Zoe Learning Academy - \$8,359 • Zoe Learning Academy - Koinoinia - \$3,678 	\$12,037
Grand total:		\$53,437

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-district number or vendor ID: 101-850		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$5,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	
	The Houston Museum of Natural Science: 100 attending x \$3.50 = \$350 Planetarium and Butterfly Center: 100 attending x \$3.50 = \$350 The Museum of Fine Arts Houston: No cost for attending The Butterfly Center: 100 attending x \$3.50 = \$350	\$1,050
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	
Subtotal other operating costs requiring specific approval:		\$6,050
Remaining 6400—Other operating costs that do not require specific approval:		
Nutritional Snacks - Funds will be used to encourage parental involvement.		\$3,000
Student Transportation - Funds will be used to provide transportation from centers to home and other off-site program activities, as well as, during summer programming. • 2 buses x 2,500 miles x \$1 per mile = \$5,000		\$5,000
Student Transportation - Funds will be used to provide transportation for students and staff to attend field investigations to the Planetarium and local museums, as well as, the Butterfly Center. • Museum of Fine Arts- 2 buses x 15 miles x \$1 per mile = \$30 • The Butterfly Center- 2 buses x 15 miles x \$1 per mile = \$30 • The Planetarium- 2 buses x 15 miles x \$1 per mile = \$30 • The Houston Museum of Natural Science- 2 buses x 15 miles x \$1 per mile = \$30		\$120
Trainings, Conferences, Workshops, and Meetings - Funds will be used to attend required local, state and federal trainings and conferences for the Project Director, Family Engagement Coordinator, and Site Coordinators.		\$10,000
Grand total:		\$24,170

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-district number or vendor ID: 101-850		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	
66XX—Computing Devices, capitalized				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
66XX—Software, capitalized				
12				
13				
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			491	
Category	Number	Percentage	Category	Percentage
African American	456	92.9%	Attendance rate	93.6%
Hispanic	25	5.1%	Annual dropout rate (Gr 9-12)	N/A
White	6	1.2%	Students taking the ACT and/or SAT	N/A
Asian	0	.0%	Average SAT score (number value, not a %)	N/A
Economically disadvantaged	335	68.2%	Average ACT score (number value, not a %)	N/A
Limited English proficient (LEP)	0	.0%	Students classified as "at risk" per Texas Education Code §29.081(d)	22.0%
Disciplinary placements	0	.0%		

Comments

The Zoe Learning Academy (ISD) participating campuses are located in south Houston and is situated between two of Houston's most dangerous neighborhoods (Sunnyside and Third Ward Neighborhood). In fact, according to a study conducted by NeighborhoodScout.com, Sunnyside was identified as the sixth-most dangerous neighborhood in America. Sunnyside has a violent crime rate (per 1,000) reported as 91.27, and residents have a 1 in 11 chance of becoming a victim of crime in one year. The Third Ward Neighborhood has been identified and the fifteenth-most dangerous neighborhood in America. The violent crime rate (per 1,000) is reported as 75.89, and residents there have a 1 in 13 chance of becoming a victim of crime in one year.

The area has over 201,217 criminal offenses reported each year, of which 4,262 are committed by a juvenile. Additionally, the National Gang Threat Assessment which was conducted in 2010 indicated that Houston had the highest number (225) of gangs in Texas with a combined membership that exceeds 10,000.

Cullen Boulevard, which is where Zoe Learning Academy (ZLA) is located, serves as a corridor between these major high-crime communities. This corridor serves to place the students that attend Zoe Learning Academy in the direct path of violence, drugs, gangs, and other criminal activity.

Because of this, the students of ZLA are constantly at-risk of either being a victim or participating in criminal activity. ZLA is in need of this 21st CCLC Program which will allow the Charter the opportunity to provide its students, families, and community members with a safe environment that can build character and offer the students hope for a better future.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	29	93.5%	No degree	0	.0%
Hispanic	0	.0%	Bachelor's degree	27	87.1%
White	2	6.5%	Master's degree	4	12.9%
Asian	0	0%	Doctorate	0	.0%
1-5 years exp.	10	32.3%	Avg. salary, 1-5 years exp.	\$37,645	N/A
6-10 years exp.	2	6.5%	Avg. salary, 6-10 years exp.	\$41,000	N/A
11-20 years exp.	2	6.5%	Avg. salary, 11-20 years exp.	\$44,252	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	0	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	20	31	28	31	31	24	20	-	-	-	-	-	-	185
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	20	31	28	31	31	24	20	-	-	-	-	-	-	185

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Objectively Assess the Needs: (10 pts.) Details of the needs assessment provided and the magnitude of the problem to be addressed is significant. In preparation for the submission of the 21st CCLC, Cycle 9 grant, the Charter analyzed the needs of all the campuses. Elements of the needs assessment included the review of the instructional programs that are currently being utilized, the experience/capabilities of the school staff, and the infrastructure that is available for student and teacher use. As a result of this assessment, the following specific **needs** and **gaps** have been identified and strategies have been developed to address those needs.

CHARTER NEEDS ASSESSMENT RESULTS

	Eco. Dis.	Reading STAAR Scores	Science STAAR Scores	Retention Rates	Attendance Rates	Post-secondary Readiness
Charter	68.2%	70.0%	36.0%	4.1%	93.6%	19%
State	58.8%	77.0%	78.0%	2.5%	95.9%	41%
Variance	+9.4%	-7.0%	-42.0%	+1.6%	-2.30%	-22%

2014-2015 Texas Academic Performance Report (TAPR)

In addition, a community needs assessment was conducted in order to verify the need for the program.

COMMUNITY NEEDS ASSESSMENT RESULTS

	Less than High School Graduation	Below Poverty	22,526 CPS Investigations in Houston	Crimes per 100,000	Juvenile Crimes per 100,000	225 Gangs with a Combined Membership of 10,000 in Houston	6,876 Homeless in Houston
Charter	21.8%	22.9%		45.16	12.8		
State	17.9%	17.7%		33.34	11.8		
Variance	+3.9%	+5.2%		+11.82	+1.0		

Texas Department of Family & Protective Services 2015 Annual Report, 2012 Easy Access FBI Statistics, 2014 Houston Homeless Count, 2010 National Gang Threat Assessment, 2014 Texas Crime Report, and 2014 American Fact Finder

Resources for This Program: The Charter also identified other out-of-school-time (OST) services available in the community, as well as gaps in services and the needs of students and families. Data sources utilized to identify the needs and gaps included stakeholder input, parent surveys, testimonials, PEIMS, Charter Improvement Plans, and Campus Improvement Plans. The Charter identified the following OST services that are currently offered to members of the community: Youth Young Americans Here On Operation (Youth Y.A.H.O.O.), Inc., Houston Police Departments, Houston Community College, TAC Provider, PEERS, Urban Harvest, Workforce Solutions-Houston, St. Mary's United Methodist Church, and St. Dominic Village Senior Care Community. It was determined that although the community does have some necessary resources needed to support the Charter's students and their families, there is limited collaboration between the Community-Based Organizations (CBOs) to successfully promote student success and parental engagement.

Prioritizing Multiple Needs and Aligning Activities: (10 pts) Needs have been identified and strategies to address have been described. The Charter met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity or mandatory requirements) that support prioritization were applied. The following areas were identified as areas in need:

Community Partnerships – The participating campuses lack community support needed to encourage students to strive in their academics and prepare for college and career. To this end, local businesses and organizations must come together to form a collective safeguard that will help ensure that participants are provided with guidance and enrichment opportunities during out-of-school time.

Parental Involvement – Many of the students that attend ZLA have parents that are extremely young and failed to complete their education. This gap limits the assistance that parents are able to provide to their child at home.

Instructional Programs – The Charter lacks the instructional materials and academic software required to provide students with targeted assistance in their academics.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address																				
1.	<p>The Charter has a high percent of students who failed to meet the minimum Reading and Science academic standards that have been set forth by the state. These gaps are depicted as follows:</p> <table><tr><th colspan="3">ACADEMIC GAPS</th></tr><tr><th></th><th>Reading</th><th>Science</th></tr><tr><td>ZLA</td><td>70%</td><td>36%</td></tr><tr><td>State</td><td>77%</td><td>78%</td></tr><tr><td>Variance</td><td>-7%</td><td>-42%</td></tr></table>	ACADEMIC GAPS				Reading	Science	ZLA	70%	36%	State	77%	78%	Variance	-7%	-42%	<p>Academic Enrichment Activities will be provided at each campus by Charter and Youth Young Americans Here On Operation (Youth Y.A.H.O.O.), Inc. staff. Based on a need assessment performed on each of the participants, students will be offered one-on-one, group, or software-based tutoring and homework assistance in Reading and Science. Additionally, the ZLA will work with volunteers from St. Mary's United Methodist Church and St. Dominic Village Senior Care Community to provide additional tutorial assistance.</p>					
ACADEMIC GAPS																						
	Reading	Science																				
ZLA	70%	36%																				
State	77%	78%																				
Variance	-7%	-42%																				
2.	<p>The Charter has low post-secondary rate. These gaps are depicted as follows:</p> <table><tr><th colspan="2">POST-SECONDARY READINESS GAPS</th></tr><tr><td>ZLA</td><td>19%</td></tr><tr><td>State</td><td>41%</td></tr><tr><td>Variance</td><td>-22%</td></tr></table>	POST-SECONDARY READINESS GAPS		ZLA	19%	State	41%	Variance	-22%	<p>The Charter will utilize grant funds to contract with CollegiateZone. CollegiateZone will provide students with a student interest evaluation that will assist the Charter in customizing the students' graduation plans and ensuring that that students' have a vested interest in their education.</p>												
POST-SECONDARY READINESS GAPS																						
ZLA	19%																					
State	41%																					
Variance	-22%																					
3.	<p>The Charter has identified various behaviors that place students at-risk of joining gangs, participating or becoming a victim of crime, and dropping out. Although the Charter only targets students between Pre-k through 6th grade, it is important to provide students with a firm foundation in order to prepare them for future success.</p> <table><tr><th colspan="4">BEHAVIORAL GAPS AND CONCERNS</th></tr><tr><th></th><th>Attendance</th><th>Retention</th><th>Suspensions</th></tr><tr><td>ZLA</td><td>93.6%</td><td>4.1%</td><td>2.3%</td></tr><tr><td>State</td><td>95.9%</td><td>2.5%</td><td>N/A</td></tr><tr><td>Variance</td><td>-2.30%</td><td>+1.6%</td><td>2.3%</td></tr></table>	BEHAVIORAL GAPS AND CONCERNS					Attendance	Retention	Suspensions	ZLA	93.6%	4.1%	2.3%	State	95.9%	2.5%	N/A	Variance	-2.30%	+1.6%	2.3%	<p>The Houston Police Departments will provide the following activities designed to promote Positive Behavior: DARE, safety programs, recreational events, and guest referrals. By providing these structured activities, the Charter will focus on promoting and reinforcing positive behaviors in participants.</p> <p>Furthermore, small PBIS incentives will be utilized to improve the school climate and reward students for positive behaviors.</p>
BEHAVIORAL GAPS AND CONCERNS																						
	Attendance	Retention	Suspensions																			
ZLA	93.6%	4.1%	2.3%																			
State	95.9%	2.5%	N/A																			
Variance	-2.30%	+1.6%	2.3%																			
4.	<p>The Charter has established a need in technology, software curriculum, and resources for use during the after-school activities. Funds are required for the integration of technology in the various activities and to support content knowledge.</p>	<p>A variety of technology equipment, software, resources will be purchased through grant funds and utilized to conduct 21st CCLC activities. The Charter will contract with TES who will provide My Virtual Reading Coach Reading software designed to increase participants' reading proficiency; Pitsco will provide participants' with hands-on STEM Education manipulatives designed to increase students' engagement and participation; thus, improving their Science proficiency.</p>																				
5.	<p>The students of Zoe Learning Academy chiefly come from young, single mother households. Many of the parents have dropped out of school and are either unemployed or working double jobs to support the family. The Community Learning Centers will provide these families access to services and resources that can assist them in bettering their way of life.</p>	<p>Zoe Learning Academy will partner with Youth Young Americans Here On Operation (Youth Y.A.H.O.O.), Inc. to offer participant's and their families access to housing, utility assistance, food, child care, medical care, counseling, GED classes, employment assistance, and substance abuse treatment. By targeting these areas of need, parents can be in a position to take a more active role in their child's education.</p>																				

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Schedule #14—Management Plan				
County-district number or vendor ID: 101-850		Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications (5pts.)		
1.	Program Director	Desired Qualifications: The Program Director must have a minimum of a Master's Degree in Education or a related field. Experience: A minimum of 5-years of experience in an educational and/or social work setting, and in fiscal/budget management, data reporting, and management information system; Experience in supervisory of small to medium teams, as well as, be knowledgeable of local youth service organizations.		
2.	Site Coordinator(s)	Desired Qualifications: The selected Site Coordinators must have a minimum of a Bachelor's Degree in education or a related field. Experience: A minimum of 5-years of experience working with at-risk children and families; experience in staff supervision; and be knowledgeable of community resources.		
3.	Family Engagement Specialist	Desired Qualifications: A minimum of a Bachelor's Degree in education or a related field will be required for this position. Experience: Preferred work experience includes working with at-risk children and families and coordinating multi-cultural events for a minimum of 5-years.		
4.	Comprehensive Training Center (CTC)	Desired Qualifications: The Comprehensive Training Center (CTC) President holds a Master's in Sociology and will serve as a one of three (3) Technical Assistance Consultants (TAC). Experience: The CTC President and staff have 40+ years of experience serving.		
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Student's Academic Performance	1. One-on-one and group tutoring will be provided to help struggling students meet local and state objectives.	08/29/2016	05/18/2017
		2. Reading STAAR scores will increase by 5%.	08/29/2016	06/30/2017
		3. Science STAAR scores will increase by 10%.	08/29/2016	06/30/2017
2.	Improve Attendance Rates	1. Student attendance will increase by 1%.	09/01/2016	06/30/2017
		2. Work to ensure students face firm sanctions for truancy.	08/29/2016	08/31/2017
		3. The Charter will design a plan to provide educational incentives to reward students who have regular attendance.	09/01/2016	10/17/2016
		4. Establish an on-going Truancy Prevention Program.	09/01/2016	07/13/2017
		5. Partner with PD to provide informative sessions to parents.	09/01/2016	12/15/2016
3.	Promote Positive Student Behavior	1. Put into place a positive student behavior initiative to encourage students to improve their behavior.	09/01/2016	07/31/2017
		2. Host 2 informative sessions on safety programs.	08/29/2016	10/31/2016
		3. Provide a PD training on PBIS initiatives.	08/29/2016	07/13/2017
4.	Decrease Retention Rates	1. Partner with Youth Y.A.H.O.O., Inc. to offer activities to improve promotion rates.	08/29/2016	05/18/2017
		2. Provide student tutoring for 1 hour at least 3 times a week.	08/29/2016	05/18/2017
		3. Provide students with homework assistance in Reading, Math, Science, History, and/or Writing.	04/01/2017	05/31/2017
5.	Increase Post-secondary Readiness Rates	1. Host two (2) information sessions on career opportunities.	09/01/2016	05/31/2017
		2. Create a college and career nurturing atmosphere.	09/15/2016	04/15/2017
		3. Ensure all participants take part in the student interest evaluation provided through CollegiateZone.	01/01/2017	04/01/2017
		4. Improve the school climate.	08/29/2016	05/18/2017
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(3 pts) *The procedures ensure feedback and continuous improvement in the operation of the proposed program.* In order to solicit feedback and continuously monitor the attainment of goals and objectives, the Charter asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the Charter establishes a procedure and schedule for internal monitoring that include: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are signed in/out of the programs each day and that data is entered into the TX21st System daily in order to track participants' attendance; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented. **(4 pts)** *The level of involvement and commitment to the program of all participants is sufficient to ensure the successful implementation.* **How the plan for attaining goals and objectives is adjusted?** The Charter will solicit feedback and monitor progress on an on-going basis. Information gathered from internal and external evaluations that assess the program's efficiency in meeting stated goals and measurable objectives will be used to monitor and adjust the program as the stakeholders deem appropriate. Prior to making any changes, the Charter will review all of the activities that are being implemented and their corresponding objectives. If any data is available that may explain the reason why goals are not being met, the Charter will review this information and determines if changes are required to the activities, objectives, or the goals. Prior to making any changes, the Charter will notify all stakeholders (management, staff, collaborators and partners) and will schedule a meeting to receive feedback. **How changes are communicated?** The Charter maintains close contact with all staff, teachers, students, parents, and members of the community. Any changes needed to be made to the goals, objectives, or design of the program will be added to the school board agenda or campus' website. This will provide an open forum for changes to be discussed and stakeholders to provide feedback. Students will be sent home with a notice in English that will inform parents of the school board meetings being held to discuss the proposed changes. Staff and teachers will be provided notices via email, and members of the community will be notified through the school marquee, Facebook, and Charter and campus website.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing or planned efforts that are similar or related to this proposal. Although Zoe Learning Academy currently offers after-school tutorials for its students, the participating campuses are unable to provide a structured program that addresses students' specific barriers. The recent decrease in state and federal funding has made it impossible for the Charter to implement a program designed to provide after-school programming. However, the Charter will support the added costs that will be associated with the 21st CCLC Program (i.e. utilities, building use, maintenance, technology, etc.).

Coordinate efforts to maximizing the effectiveness of grant funds and build sustainability. To ensure the program continues after the grant period, the Charter will actively look for funding sources to help support and sustain this program over an extended period of time. The Charter's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

The Charter will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

Build long-term support and commitment from partners. In order to ensure that all program participants remain committed to the success of the program the Charter has ensured that they have received buy-in from all participants, including management, administration, teachers, board members, parents, and partners. Throughout the term of the grant, the Charter will continue to meet quarterly with teachers, board, collaborators, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Activities Attendance Logs	1.	Participants' attendance is consistent.
		2.	Attendance logs for all activities conducted are maintained and uploaded to the TX21st at a minimum of a weekly basis.
		3.	Activities are conducted on a regular basis.
2.	Participant and Staff Surveys	1.	Positive feedback on 21 st CCLC staff/student interaction.
		2.	Positive feedback on activities conducted.
		3.	Positive feedback on services and tools provided to 21 st CCLC staff.
3.	Student Academic Results	1.	Evidence indicates student learning needs were identified and assessment data was used to identify areas for student growth.
		2.	Report cards, classwork, and benchmarks demonstrate progress in student learning.
		3.	State assessments indicate an incremental increase in overall student scores.
4.	School Day Attendance	1.	Increase in student attendance at the participating campuses.
		2.	Decrease in truancy at the participating campuses.
		3.	Consistency in participants' attendance.
5.	Student Behavior	1.	Decrease in the number of student sent to the office for misconduct.
		2.	Decrease in the number of students that are provided with detention.
		3.	Improve PEIMS 425 Report results.

(3 pts.) *Methods of evaluation clearly relate to the intended results*

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(3 pts) *The evaluation design includes processes for collecting data.* **Processes for collecting data that are included in the evaluation design.** The Charter will conduct process evaluations in order to analyze the early development and actual implementation of the strategies, assessing whether strategies were implemented as planned, to determine the effects of the initiative on student outcomes, and the degree to which program objectives were accomplished. The Program Director, Site Coordinators, Family Engagement Specialist, External Evaluator, and PEIMS Coordinator will assist with the evaluation design and analysis of data. The External Evaluator will be contracted to track students' grades, attendance, behavior, parental involvement and other relevant issues to the after-school program and will meet with program staff to establish data collection methods and to assist with data analysis and program reports.

(2 pts) *The methods of evaluation provide for examining the effectiveness of strategies.* **How will findings be used to refine, improve, and strengthen the program?** By utilizing the ACE Assessment and results of surveys/questionnaires, the Charter can ensure that all targeted population needs, objectives, and milestones are reviewed consistently and areas of concerns are addressed. The ACE Assessment, along with surveys, observations, and data collected will allow the Charter, contracted consultants, and the external evaluator to determine whether the 21st CCLC is positively impacting the students and their parents. Areas of concerns will be discussed amongst administrators, 21st CCLC staff, and parents to receive feedback. Additionally, results of the external evaluation will be also used to refine, improve, and strengthen the program and to performance measures to assess program effectiveness in meeting the state goals and objectives. Any areas of the program requiring improvement will then be modified (strengthened) to meet the Charter, campus, and most importantly, students' needs; thus, ensuring program success.

(2 pts) *Formative evaluation processes outlined in the application.* **How will findings be made available to the public?** All findings will be available to the public upon request; however, participating students will also be sent home with a notice in both English and Spanish. Staff and teachers will be provided notices via email, and members of the community will be notified through the school marquee and Charter and campus website.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(5 points) *Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants.* The Charter has selected an array of activities designed to increase academic performance and attendance, improve behavior, and raise promotion and graduation rates. These activities include:

- **Academic Enrichment:** Remedial education activities that provide additional assistance to students which allow them to improve their academic achievement, such as: small-group and individualized tutoring in core academic subjects including reading and science; STEM Education; homework assistance; and more.
- **Enrichment Activities and Recreation:** Activities that complement students' academic learning by allowing students to engage in more creative activities such as: art; music; dance; sports; horticulture; robotics; and cultural activities.
- **Family Literacy and Enrichment Programs:** Literacy and other educational services that assist parents and families of participating children in becoming full partners in the education of their children for increased parental involvement and positively impact the family members' ability to engage in interactive literacy activities. This includes: GED, parenting, nutrition, and homework assistance classes. Will also provide access to resources designed to assist families through hardships and improve their quality of life. This includes: access to food banks, shelter, and financial assistance; career development; employment skills training; family counseling; truancy prevention training; and more.
- **Support Services:** Services that target drug, violence, and other youth prevention programs, and character education programs. Students and their families are linked to community outreach services and are provided with opportunities to engage in service learning activities and access to adult education resources. This includes: DARE presentations; self-esteem classes; drug and alcohol prevention speakers; anger management classes; and more.

Student Travel: All students will be required to remain in designated 21st CCLC areas. Students will be signed-in by Activity Facilitator (staff or CBO). Based upon the Participation Registration Form, students will be allowed to leave the program in the following manners:

- **Bus** – Student requiring transportation home will be escorted to the designated Bus Zone by the Site Coordinators. Zoe Learning Academy has in place an automated Bus Ridership Program that digitally collects students' information including when and where they get on and off the bus. 21st CCLC staff will utilize this program to monitor all students that are provided with transportation to and from the program.
- **Pick-up** – Parents may authorize selected individuals to pick-up their child anytime during the program. The designated individual will be required to present valid I.D. to the Site Coordinator in order to have the student released to them.

Since Zoe Learning Academy only services students in grades Pre-K through 6th and because of the high crime rate in the vicinity of the school, no child participating in the 21st CCLC after-school program will be allowed to walk home unaccompanied by an authorized individual.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Charter will utilize the Texas ACE branding outreach materials to disseminate information about the 21st Community Learning Centers. This will include flyers, brochures, recognition articles, and press releases. All literature will be printed in both English and Spanish in a manner that is understandable and accessible to all parents and residents.

Also, flyers will be distributed to children to take to their parents notifying them of the expanded learning opportunities available. Flyers will also be posted at doctor's offices, churches, businesses, local post office, and local community organizations.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Improve Campus and Student Academic Achievement: Academic enrichment, enrichment activities and recreation, family literacy and enrichment programs, and support services are all designed to reinforce and complement the regular academic program of the participants. The programs will also offer students' families the opportunity for literacy and related educational development. These activities are to ensure that campuses and student academic achievement improve, as well as overall student success. The Charter has compiled the following list of activities to be implemented:

Academic Enrichment such as tutoring provided outside the traditional school day will allow the Charter to help students improve their school work habits. Tutoring will also help students improve achievement by building on the learning taking place during the school day. Various tutoring methods will be provided, including: One-on-One (highly individualized, one-on-one instruction); Group (students benefit from helping each other); and Software (self-paced learning makes students feel comfortable practicing skills in an environment similar to standardized tests). Homework Assistance will also be provided for students that are lacking the supervision, motivation and concentration required to properly complete their homework. By providing the students supervised assistance with their homework, the Charter is confident the students will be better equipped and better able to understand their courses. STEM Education will offer students an integrated, interdisciplinary approach to learning that provides hands-on and relevant learning experiences for students. STEM education will engage students and equip them with critical thinking, problem-solving, creative and collaborative skills, and ultimately will help them establish connections between the school, workplace, community and the global economy. STEM education will also help students understand and apply Math and Science content, the foundations for success in secondary school, college, and career.

Enrichment Activities and Recreation will provide an array of activities such as art, music, dance, sports, photography, and horticulture that will stimulate and motivate students; thus, improving participation and academic achievement.

Family Literacy and Enrichment Programs will provide parents the means to play a more active role in the students' education. By having parents and students participating in recreational and academic activities, parents become full partners in the education of the student; thus, increasing parental involvement with students' academics. Will also provide access to resources designed to assist families through hardships and improve their quality of life. Services and activities will include: GED, parenting, nutrition, and homework assistance classes; access to food banks, shelter, and financial assistance; career development; employment skills training; family counseling; truancy prevention training; and more.

Support Services will target drug, violence, gangs, and other youth prevention issues that are prevalent in the area. These programs will be utilized to educate students and parents of the dangers an individual will face if they take part in any of these activities. Participants and their families will also be provided with self-esteem classes and character education programs that will provide them the fortitude to resist peer pressure. This includes: DARE presentations; self-esteem classes; drug and alcohol prevention speakers; anger management classes; and more.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(3 pts) *Coordinate with similar/related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds.* The Charter will utilize existing resources including: personnel not funded from grant; maintenance personnel; and **coordination** with other Charter/campus programs. The existing school facilities and equipment will also be utilized for training teachers and partners.

The campuses will **coordinate multiple federal and state programs and local funds** to enhance the services of the teachers, students, and parents. Technology equipment purchased through federal and state funds will be utilized to allow participants to use the computer equipment beyond the regular school schedule. In addition, professional development training obtained through this grant will be a tremendous resource that will aid in sustaining this program during and beyond the grant cycle. This acquired resource **coordinated** with Title 1 (high poverty) and state compensatory funds will ensure student gains are realized during and beyond the grant cycle.

Most effective use of public resources: This program will be **cost-effective** because existing resources such as office space, classrooms, computer labs, telephones, Internet connections, utilities, staff, and teachers will be utilized as in-kind. Furthermore, the proposed program is replicable to other Charter that have similar student and academic demographics as the Charter. **(3 pts)** *Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.* The proposed program will be utilized to supplement not supplant any federal, state, and local funds.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(5 pts) *Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives.* In designing the 21st CCLC Program, the Charter understands the importance of offering programs and activities that could be monitored and measured to increase participants' access to high-quality academic enrichment opportunities. Therefore, as per section 4205(b) of Title IV, Part B, the programs and activities will meet the principals of effectiveness and: A) *Need:* Be based on assessment of objective data regarding the need for after school programs and activities; B) *Monitoring:* Be based on established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and C) *Research-Based:* Be based on scientifically-based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards. Based on the information gathered, it was determined that the campuses were in need of programming that would increase academics, reinforce positive behaviors, decrease delinquency behaviors, improve family engagement, and increase the college and career readiness.

(4 pts) *The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice.* Activities selected were researched to determine the validity of each activity and if **evidence-based research** was available to support the ability to impact the campus' needs. The campus held an additional meeting with the Charter administration staff to present their planned activities.

Academic Enrichment: A study conducted in 2011 by Ms. Kathyrene Hayes for the Educational Leadership Faculty of Northwest Missouri State University indicates that "after-school tutoring can help improve student achievement on state required tests." Data collected on participants prior and after tutoring demonstrated the following growth: Algebra II had an average growth of 30.4% and American Government had an average growth of 17.3%. Additionally, research conducted in 2014 by the University of Chicago Urban Education Lab indicates that, "High school students who were at risk for dropping out greatly improved their math test scores and school attendance with the help of intensive tutoring and mentoring". The program's benefits were equivalent to closing nearly two-thirds of the average gap in math test scores between white and black students—the equivalent of what the average American high school student learns in math over three years.

Enrichment Activities and Recreation: Numerous studies have been conducted concerning the relationship between extracurricular activities and academic performance. Total Extracurricular Activity Participation (TEAP), or participation in extracurricular activities in general, is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism" (Broh, 2002).

Family Literacy and Enrichment Programs: According to Karen Smith Conway, Science, News 2008 (*Family and Parental Activities*), "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial." Additionally, there is a strong relationship between students' socioeconomic status and their levels of academic achievement. Research indicates that low-income students tend to have significantly lower levels of academic achievement than their more affluent peers. Based on this research, it is determined that services need to be provided that will improve the students' quality of life.

Support Services: Howell (2009) states, "One of the strongest school-related outcomes for gang membership and substance abuse is low achievement in school, particularly at the elementary-level. This in turn relates to low-academic aspirations, a low degree of commitment to school, and teachers' negative labeling of youth. Therefore, it is important that the Charter address these areas of concern at an early age in order to provide students the courage and fortitude to resist the pressures they are faced with each day.

Plan to collect data: Since each activity or program will be tied to a performance measure, the Site Coordinators will be responsible for ensuring that base data is collected and notated. In order to be able to assess and monitor growth throughout the program, each 6-weeks, the 21st CCLC staff will review report cards, PEIMS 425 Report, and sign-in sheets to determine if the activities and programs are being successful at impacting their target area of need. In addition, all teachers will be asked to provide a list of students that are struggling in their classes to the 21st CCLC Project Director so that they can be provided with targeted assistance prior to the end of the 6-weeks grading period.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

□ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Partnership Between Local Educational Agency, Community-Based Organizations, and Other Public or Private Entities: The Charter has solicited a diversity of stakeholders in the program design by including administrators, teachers, local community, Youth Y.A.H.O.O., Houston Community College, St. Mary's United Methodist Church, and St. Dominic Village Senior Care Community, Houston Police Department, Workforce Solutions-Houston, and more (**5 Priority Points**). The following is a list of services that will be provided to help ensure the success of the program.

The Youth Young Americans Here On Operation (Youth Y.A.H.O.O.), Inc. is a non-profit organization that was created to provide social services to the poor, needy, senior citizens or just those in need of a helping hand through the 107 Networking Chapters. The services offered by the Youth Y.A.H.O.O. include the following:

- **Information and Referral** – A telephone information center provides referrals to over 70,000 callers each year needing housing, utility assistance, food, child care, medical care, counseling, and substance abuse treatment.
- **Counseling Services** - Offers volunteer telephone support and referrals for those needing assistance in coping with problems and challenges of everyday life in the areas related to drug abuse, alcohol abuse, personal stress, child/parental abuse, suicide prevention, and family matters.
- **Family Recovery Center** - Provides room and board for individuals who are faced with physical, mental and substance abuse challenges. Providing a safe and wholesome environment while preparing them for the future.
- **Transportation** - Seeks to provide bus tokens and transportation vouchers for those needing transportation to doctor's appointments and job interviews.
- **Food Vouchers** - Qualified recipients are provided a voucher that can be used at a specified location to purchase, food, household items, cleaning supplies, etc.
- **Financial Assistance** - Provides emergency assistance for rent, utility, and other emergency needs.
- **Educational Training** - Seeks to provide information regarding educational opportunities, as well as, training in basic office procedures and computer skills. This is provided on-site, along with resume writing assistance.
- **Clothing/Blankets/Shoes/Food Baskets Distributed** - Donated items are made available to those in need.
- **Project P.E.A.C.E./After-School Programs** - School drop-out and juvenile delinquency prevention program that provides after-school and summer activities, including homework assistance, academic tutoring, recreational activities, parenting classes for their care-takers, and referrals to needed services.
- **Job Referral, Placement, and Training** - Employment services are provided to include referrals to job training and intensive job placement services. Training in basic office procedures and computer skills is provided on-site, as are resume writing assistance and job finding and retention counseling.

Technical Assistance Consultants will provide year-round support, resources, and aid with compliance and reporting consisting of on-sites, walkthroughs, and surveys. Based on findings, targeted trainings and workshops will be provided. Parental Involvement Workshops will also be available that illustrate methods that can be used to increase parents' involvement in their child(s) education. Moreover, media/publications will be provided that highlight the impact the program has on students and families. This media exposure will help the program with sustainability beyond the funding cycle.

PEERS will be contracted to provide on-going evaluation of the program in order to provide 21st CCLC and Charter administration with insight on the program's progress in order to determine if any adjustments are required to be made.

Houston Community College will provide families access to family literacy and GED prep classes in order to increase the employability of family members and their ability to participate in their child's education.

Urban Harvest will work with participants and senior volunteers to administer horticulture activities.

Workforce Solutions-Houston will provide family access to economic resources and human services such as: job placement, job trainings, child care assistance, and more.

Pitsco will develop and implement STEM-related activities at the participating campuses during programming.

My Virtual Reading Coach will provide Rtl software designed to increase participants' proficiency in reading subjects.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Charter conducted a community needs assessment. The following chart includes the stakeholders involved, and specifically the needs and gaps that the community learning centers will address based on the findings:

COMMUNITY GAP AND NEED	AVAILABLE RESOURCES	RESOURCES PROVIDED THROUGH THE 21ST CCLC PROGRAM
Academic Gaps – The needs assessment has identified a gap in ZLA's students' Science and Reading proficiency. This results in the high percentage of students that are retained in each grade level each year.	<ul style="list-style-type: none"> After-school tutorial services available for struggling students. 	<ul style="list-style-type: none"> Targeted one-on-one and small group tutorial services will be provided to students that are struggling in Reading and Science, as well as, any other core subject area. Homework assistance will be available to help students complete their daily homework and ensure that they understand the lessons that are being taught in their classrooms. Pitsco STEM supplies will be purchased to stimulate students' interest in Science/Math and increase student participation. My Virtual Reading Coach software will be utilized to provide students assistance that will target their Reading deficiencies. The program will first assess each student and create a customized lesson plan that will address their specific areas of weakness. The program provides regular assessments to each student that can be utilized to modify their lesson plan as they progress.
Post-Secondary Readiness Gaps – The needs assessment that was conducted identified a large gap in the percentage of students that are identified as being post-secondary ready.	<ul style="list-style-type: none"> Counselor Teachers Principals 	<ul style="list-style-type: none"> The Charter will contract with CollegiateZone which has developed a career aptitude and interest test that can be administered to elementary age students. This assessment will allow the Charter staff to be able to help students identify the types of career fields they have an affinity for at an early age. The program will also allow for students to conduct career explorations at an early age so that once a field is identified, a career choice may be identified.
Behavioral Gaps and Concerns – Despite the fact that the ZLA only provides instruction to students in grades Pre-K through 6 th , the PEIMS 425 report has identified that there is a high percentage of students that are suspended.	<ul style="list-style-type: none"> Counselors City and County Law Enforcement Teachers 	<ul style="list-style-type: none"> The Charter will partner with local law enforcement to provide DARE presentations, drug and gang awareness workshops, and safety presentations. The Charter will contract with a TAC provider that will provide guest speakers which will serve as inspirational role models. These speakers will inspire students to exceed in their academics in order to achieve in life. Additionally, self-esteem and anger management classes will be provided. The Charter will partner with Youth Y.A.H.O.O. to provide students counseling on substance abuse programs. Additionally, as part of the juvenile delinquency program offered through the Youth Y.A.H.O.O., students will be provided with recreational activities.
Parental Involvement – The lack of parental involvement stems from the percentage of students that come from young, single parent households. These parents lack the educational experience and time to take an active part in their child's education.	<ul style="list-style-type: none"> Counselors Teachers Principals Administrative Staff 	<ul style="list-style-type: none"> The Charter will partner with Youth Y.A.H.O.O. to provide parents access to a host of services that are designed to educate them and improve their quality of life. Through these services, parents can complete their education by acquiring a GED, or they can receive job training or placement assistance. This will help them to increase their quality of life. If needed, parents and families can also be provided with assistance with utility, housing, food, and more. The TAC will be available to provide parents with parenting classes, money management workshops, and more.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, post-secondary and workforce preparation, and positive youth development of the students.

The Charter will use as a springboard the ACE Blueprint, 21st CCLC website, TEA website, and USDOE website supporting after-school activities that are research and evidence-based. Also, the Charter will utilize best practices from previous experience that have proven to compliment academic performance and achievement.

CollegiateZone will offer a career aptitude and interest test that will be administered to elementary age students. This assessment will allow the Charter staff to be able to help students identify the types of career fields they have an affinity for at an early age. The program will also allow for students to conduct career explorations at an early age so that once a field is identified, a career choice may be identified.

In addition, the Charter will also partner with Workforce Solutions-Houston utilizing evidenced-based and research-based practices approved from the Texas Workforce Commission, as well as, the adopted practices from the approved Adult Basic Education Provider and their curriculum framework.

Moreover, all vendors and trainers that will be contracted for positive youth development and behavioral training will be required to submit research and evidence-based approved materials to support activities being performed at the participating campuses.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Zoe Learning Academy plans to train and utilize senior citizens from St. Dominic Village Senior Care Community as volunteers in an effort to offer a more cost-effective program that can aid in sustaining the program beyond its funding cycle. After retirement, some seniors want the ability to give back to their communities. Therefore, volunteers registered at senior citizen centers, local high schools, and parent/teacher organizations will be recruited to work with the students in all facets of the 21st CCLC activities.

The Community Learning Centers will offer senior citizens the opportunity to work with participants. Research indicates that senior citizens can take up dedicated volunteering at venues like schools and local community learning centers. The services and talents that they have to offer enhance the quality of interaction with the youth and other professionals. Typically, senior citizen volunteers enrich the environment with love, guidance, and self-esteem; thus, helping the exchange of expertise and quality assurance to any indoor or outdoor-bound activity.

The Site Coordinators will provide senior volunteers with a training session on tutoring. All senior volunteers and program staff will be provided a standard childcare handbook for working with participants, CPR and first aid training, and staff development training. Moreover, the Charter will ensure that all volunteers that participate in the program will be fingerprinted and undergo a criminal background check in order to ensure the safety of all participants.

Additionally, St. Mary's United Methodist Church will provide counseling, services, classes, and workshops to students and their families that are designed to build character, improve self-esteem, and reinforce positive decisions. This will include: Teen Pregnancy Courses, a Food Bank, Assistance with Utilities, Parenting Classes, and more.

Garnering support from volunteer parents and building strong community partnerships is key to setting up a 21st CCLC program that will be sustainable in the long run for several reasons. The Charter understands that after-school programs exist in response to the changing needs of American families, and; therefore, must remain continuously in-tune with family concerns. Also, the community as a whole has a serious stake in successful after-school programs, to reduce crime and other problems that arise when youth are unsupervised, and to help ensure that young people become responsible, contributing members of society.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

During the Charter board meeting, specific challenges the community faces concerning **sustainability and how the community and board will support the 21st Program** and assist local efforts to sustain the program over time were discussed. The board and its elected members confirmed their commitment to support and assist the Charter's efforts to sustain the 21st CCLC Program, as described in the **written letter of support** and board meeting agenda dated 03/21/2016 that is included with this proposal. **(10 Priority Points)** The Charter will develop a broad range of **strategies and resources that will be employed** to secure critical fiscal and non-fiscal resources that will help ensure that the Community Centers remain in service after grant funding ends. These strategies and resources have been included in a sustainability plan. The sustainability plan will take into account of short/long-term needs, identified challenges and obstacles, strategies to garner needed resources and overcome challenges, and community support. The Sustainability Plan is as follows:

SUSTAINABILITY PLAN

1. **Base decisions on data, to the extent possible.** The Charter will review data collected each quarter in order to assess the program and determine if any changes are required. This will also allow Charter and 21st CCLC staff and partners to make informed decisions on any changes or adaptations that may be needed to meet goals and objectives. This will also help to identify strategies and activities that produce positive results.
2. **Develop a detailed description of services and activities planned for sustainability.** Based on the review of data, services and activities that are having a positive affect will be identified so that they can be sustained after funding ends. This will allow the Charter to be able to identify and plan how to sustain these services and activities.
3. **Identify what is needed to manage and operate the selected activities.** Once the services and activities have been identified, the Charter will determine the number of staff that will be required to oversee the program.
4. **Make current and potential partners and other stakeholders aware of sustainability planning activities.** Meetings will be held to ensure that all stakeholders and partnering agencies are aware of the plans to sustain the program after funding ends. This will help ensure that all partners are aware of the program end dates and any annual decrease in funding.
5. **Maximizing in-kind resources.** The Charter will locate and encourage organizations and interest groups that benefit from the project's activities or who are interested in the target groups being served to provide in-kind services and resources. In-kind resources, including volunteer, technical assistance, facilities, utilities, maintenance, administration, security, and equipment will help improve programming and reduce the cost of operation. Program staff will also collaborate with local senior volunteers to provide an enriched tutoring and mentoring program filling environment with love, guidance, and self-esteem; thus, the one-on-one situations will help the exchange of expertise and quality assurance to any indoor or outdoor-bound activity.
6. **Building Community Support** - Support from a wide range of community organizations and stakeholder groups will enable the program to secure resources by building support among leaders in schools, businesses, and the community. Moreover, the program will benefit from strong program identity in the community in building their base of support. To develop a strong identity, the Charter will create a clear vision of their work, state the impact intended, and become a unique niche in the community. The Charter will identify the most critical needs of students and families and will then locate and coordinate community resources, dedicated volunteers and agencies to serve in partnership with the Charter such as: Houston Community College, St. Mary's United Methodist Church, St. Dominic Village Senior Care Community, Local law enforcement agency, Youth Y.A.H.O.O., and Workforce Solutions-Houston.
7. **Seek additional funding.** The Charter will seek additional funding sources to help sustain the program. This will include: Applying for State, Federal, and foundation grants that can help sustain certain elements of the program; holding fundraising events; and reviewing current funding allocations in order to identify any funds that are available to assist in sustaining the program activities.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Stakeholder involvement methods will be used to identify, recruit, and structure the involvement of diverse stakeholders throughout the program. This method will help align the resources of stakeholders towards common goals and will be essential in adopting and implementing the program. The goal is to progressively transform stakeholders into partners that support and implement the plan.

The Charter has identified three methods for **continuous feedback and involvement from community stakeholders** which are listed below:

- **Recruit Stakeholders:** The Charter will identify and recruit stakeholders that live and/or work within the community. This will ensure the stakeholders have a vested interest in the program and its success.
- **Educate Stakeholders:** The Charter will educate stakeholders on key areas of concern facing the community and their youth, solutions proposed by the program, and the roles their organization will play in the process.
- **Refine Goals and Objectives:** Stakeholders will be invited to attend meetings to discuss goals and objectives and ensure the program is on track. Areas of concern will be discussed and suggestions for improvement will be solicited from each stakeholder.

The Charter will **engage a community advisory council** to ensure that the community stakeholders contribute to the following three areas:

- **Creating Program Awareness:** The 21st CCLC programs typically succeed because of the willingness of individuals, corporations, and foundations entities to invest in the future of their youth. Hence, those groups are investing in their own future. Consequently, the community stakeholders will be asked to play a key role in informing the public of the Community Learning Centers offered through the Charter. Community partners will be asked to provide referrals to their clients and post notices that can be viewed by the public.
- **Evaluating Program Effectiveness:** Community stakeholders will be encouraged to take part of surveys, focus groups, and interest inventories that will be conducted by the contracted evaluator. Their view of the impact of the centers will be insightful in determining the success of the program and in refining or modifying program activities.
- **Sustainability:** In addition to supporting the growth of the program through outreach, all concerned parties will have a stake in sustaining the program. The Charter will create a sustainability to include the creation of a Handbook of Operating Procedures (HOOP). Sustainability means managing risks or vulnerabilities that have the potential for causing program offerings to diminish, become restricted, or terminated altogether. This Charter will unite with community stakeholders that have a strong affiliation to the program. To ensure their continued support beyond program funding, the Charter will actively look for funding sources that help support and sustain this program over an extended period of time. The Charter's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **101-850**

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among program staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(5 points) *The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing tasks.* The Charter will establish a management plan that will ensure that all of the components adhere to the requirements set forth by TEA and provide high-quality programming for all participants. In addition, the management plan will ensure that the Charter is on track to meeting the set objectives and goals of the program. The management plan will include the following information:

- An outline of the program's objectives and goals;
- A list of actions to achieve the goals and objectives;
- Descriptions of the roles and time commitments of personnel and participants involved in the program, as well as, how these roles might change throughout the program;
- Procedures to recruit participants;
- Procedures to acquire and maintain technology equipment, software, and supplies;
- A timeline for various stages of the program; and
- A process to handle possible program modifications.

In addition, the Charter will outline the roles and responsibilities of 21st CCLC personnel. This component of the management plan will include time commitments required. It will also include the potential evaluation of each role throughout the program's timeline. An organizational chart will also be developed in order to streamline personnel interaction and individual responsibilities in the structure of overall management. The management plan will include the following:

Student Participation: The management plan will detail the procedures for participant selection, retention, and evaluation. This will include the processes for targeting at-risk students, as well as, aims to recruit participants' families.

Collaborations: The management plan will also describe the planned collaborations with all CBOs. For existing partnerships, the management plan will detail the proposed services to be offered.

Communication: Maintaining **communication among program staff** is a critical part of any collaboration. Therefore, the management plan will describe the proper methods for communication, dates of scheduled meetings, and contact information for all key staff.

Acquisition and Maintenance of Technology Equipment, Software, and Supplies: The management plan will outline the proper procedures that need to be followed in order to purchase Equipment, Software, and Supplies. Information may include the following: How will equipment be acquired?; Who will oversee acquisition/maintenance?; Plan to train individuals on the use/maintenance of equipment; Who has access to the equipment?; and Where will equipment be housed?

On-Going Training and Support: All grant personnel will participate in Charter and grant-related trainings in order to meet grant compliance. Trainings include but are not limited to the following: 1) Key role personnel (e.g., Business Office Staff, Superintendent, And Grant Management Staff) will attend mandatory orientations. 2) Program Director and designated Site Coordinators will attend any required trainings, conferences, workshops, and meetings, to include the national and state conferences and other technical assistance trainings as requested by TEA; 3) Grant staff will be provided professional development trainings on grant requirements, the proper use of software and technology purchased through grant funds; and 4) Conference attendees will provide information to other 21st CCLC program staff (Train-the-Trainer Model) and incorporate relevant best practices into the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101-850** Amendment # (for amendments only):**TEA Program Requirement 3: Center Operation Requirements****Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Center Number: 1** Zoe Learning Academy Community Center**9 digit campus ID#** 101-850-101 **Distance to Fiscal Agent (Miles)** Same Address**Grade Levels to be served (PK-12)** K-6th**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	130

Number of Adults (parent/ legal guardians only) to be served:	50
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.**Center Number: 2** Zoe Learning Academy Community Center (Koinonia)**9 digit campus ID#** 101-850-103 **Distance to Fiscal Agent (Miles)** 5 miles**Grade Levels to be served (PK-12)** K-6th**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	55

Number of Adults (parent/ legal guardians only) to be served:	20
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101-850** Amendment # (for amendments only):**TEA Program Requirement 3: Center Operation Requirements****Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Center Number: 3****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)****Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:****Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.**Center Number: 4****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)****Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:****Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101-850** Amendment # (for amendments only):**TEA Program Requirement 3: Center Operation Requirements****Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Center Number: 5** **Center Name:****9 digit campus ID#** **Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)****Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:****Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.**Center Number: 6** **Center Name:****9 digit campus ID#** **Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)****Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:****Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 101-850		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7	Center Name:			
9 digit campus ID#			Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8	Center Name:			
9 digit campus ID#			Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 101-850		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(3 pts) *The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds.* The Charter has a history of coordinating funds to better serve the needs of their children and families. Materials purchased through federal and state funds will be utilized to allow families to accelerate their instruction. The Charter will also maximize the following resources: 1) Title I, Part A - Improving Basic Programs; 2) IDEA-B Special Education; and 3) Title I, Focus and Priority Program. The Superintendent, Deputy Superintendent, Principals, and Chief Financial Officer (CFO) will ensure that state/local funds are not diverted from the campuses because of its acquisition of the 21st CCLC grant. If awarded, the program activities and services provided by these grant funds will be supplemental to existing federal, state, and local service activities and will not supplant existing programs.

How will the program coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. The participating campuses are considered school-wide, Title I eligible. Therefore, all NCLB and federal entitlement purchased materials, supplies, and equipment not maximized during the day will be utilized before, after-school, weekend, and/or during summer programming. In addition, materials and facilities paid for through compensatory education funds will also be maximized for participants in the 21st CCLC Program.

How will the program coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. IDENTIFICATION: Students and families most in need will be identified from the following type of campuses: Title I, Part A, schools that serve a high percentage of low-income students and their families; and Campuses in need of improvement.

RECRUITMENT: The Charter will **recruit students who are most in need of academic assistance.** Special efforts will be made to ensure that students and adult family members who are recruited are able to attend a minimum of 45 days. The program will make every effort to recruit these individuals by distributing flyers to children and youth to take to their parents notifying them of the expanded learning opportunities available. Flyers will be posted at doctor's offices, churches, local post office, businesses, and local community organizations. The Program Director and the Site Coordinators will meet with the Principal and Teachers of each school to explain the program and request their assistance in encouraging parents to enroll their at-risk children in need of these services. The Principals will send an introductory letter to the parents/guardian of each student. School staff will contact parents of eligible students to encourage them to enroll their children in the program. A completed registration form will include a parental signature which:

- 1) Gives the student permission to participate;
- 2) Documents the parent (s) commitment to ensure their child attends the after-school sessions;
- 3) Gives the authorization to track test scores, grades, absenteeism records and disciplinary logs;
- 4) Documents the parent (s) commitment to participating in the family literacy and educational activities; and
- 5) Indicates if parent (s) would like to volunteer during the after-school sessions.

The Charter will provide the following innovative and 21st century marketing and retention strategies: Electronic Newsletters and Press Releases provided through Comprehensive Training Center, Social Media: Facebook, Mobile Marketing, Parent Notifications and Invites to include student testimonials.

RETENTION: The plan for retaining students in the program will be implemented to enable students and families to remain in the program long enough to achieve their goals and/or make a successful grade level or course transition. The Charter will employ strategies that will include: assisting students in realistic goal setting, providing encouragement through a peer support network of participants, and providing recognition of student accomplishments and achievement. Other student and family retention measures include support services such as: student recognition, stakeholder surveys, testimonials, childcare services, flexible schedules, referrals for transportation, personal and career counseling, food, clothing, and utility assistance.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **planned operating and staffing schedule** for each center is included below. The Charter has developed a consistent and dependable schedule of weekly activities for each of the centers. Each center will operate a minimum of 35 weeks per year. For the fall and spring term a minimum of 12 hours per week, four/five days per week and it includes a summer term with a minimum of 4 hours per day, 4 - 5 days per week, for 6 consecutive weeks. During hours of operation, the Charter will offer teachers extra-duty pay to oversee community volunteers and paid staff with tutoring and homework assistance in core subjects (Mathematics, Science, Social Studies, English Language Arts, and Reading) at each site. The campus schedules are listed below with different hours of operation per campus that better suits the requirements of their campus students. Regular students and adult family members will be required to attend the program as stated in the grant application. Regular students will be required to attend 45 days or more during the school year.

HOURS OF OPERATION

CAMPUS	Fall and Spring Weekdays	Summer Weekdays	Saturday Family Activities
Zoe Learning Academy Community Center	Monday – Thursday 7:15 AM – 8:00 PM 4:00 PM – 6:15 PM	Monday – Thursday 8:00 AM – 12:00 PM	9:00 AM – 12:00 PM
Zoe Learning Academy Community Center (Koinonia)	Monday – Thursday 7:15 AM – 8:00 PM 4:00 PM – 6:15 PM	Monday – Thursday 8:00 AM – 12:00 PM	9:00 AM – 12:00 PM

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CENTER SAFETY FOR STUDENTS

The program will take place on the school campuses, which offers students safe and easily accessible facilities. The Charter will ensure that students travel safely to and from each center and home by providing qualified adult supervision. Transportation will be minimal for students because the Charter proposes to have a center at each of its 2 campuses. Each student participating in the program will be required to have a Parental Consent Form filled out and signed by their parent/guardian, prior to joining in any activities. The Parental Consent Form will require the parent/guardian of the student to identify the method by which the student will leave the program each day. The parent/guardian will be required to provide the name/relationship of any individual that will be allowed to pick-up the student.

All students participating in the 21st CCLC program will be required to remain the designated area being utilized to provide program activities. Upon arriving students will be signed-in by the Site Coordinator (Charter staff or CBO providing activity). Based upon the Parental Consent Form, students will be allowed to leave the program in the following manners:

K THROUGH 6TH

Bus – Student requiring transportation home will be escorted to the designated Bus Zone by the Site Coordinators. Site Coordinators will be in charge of signing each student out as they enter the bus.

Pick-up – Parents may authorize selected individuals to pick-up their child anytime during the program. The designated individual will be required to present valid I.D. to the Site Coordinator in order to have the student released to them.

Walk Home – Students will need to notify the Site Coordinator at the center so that they can be signed out. Since Zoe Learning Academy only services students in grades Pre-K through 6th and because of the high crime rate in the vicinity of the school, no child participating in the 21st CCLC afterschool program will be allowed to walk home unaccompanied by an authorized individual.

The Charter will ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program will align activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the TEKS, and provide opportunities for engaging and interactive activities. All 21st CCLC activities were selected from the Texas ACE Blueprint and are aligned and support the TEKS regular day instruction and lessons. Moreover, vendors and trainers were specifically selected in order to engage and provide interactive activities for students and families.

Academic assistance will be provided by Charter staff, 21st CCLC staff, Youth Y.A.H.O.O., local church, and senior volunteers. Based on a need assessment performed on each of the participants, participants will be offered one-on-one, group, or software-based tutoring and homework assistance in Reading, Math, Science, History, and/or Writing.

Enrichment activities will be offered by the Charter, Youth Young Americans Here On Operation (Youth Y.A.H.O.O.), Inc., and Urban Harvest will include: Recreational Sports, Chess Club, Music, Culinary Arts, Robotics, Horticulture, Arts and Crafts, Dance, and Photography, and more. The St. Mary's United Methodist Church will provide counseling, services, classes, and workshops to students and their families that are designed to build character, improve self-esteem, and reinforce positive decisions. This will include: Teen Pregnancy Courses, a food bank, assistance with utilities, parenting classes, and more. Pitsco will provide a fun, educational, safe, and cost effective STEM activities for students that are designed to provide increase students interest and participation in Science/Math. CollegiateZone will provide services that are designed to increase students' post-secondary readiness and ensure college success. St. Dominic Village Senior Care Community will provide volunteers that will work with participants to offer activities such as planting flowerbeds outside of the senior citizen living facility, exercising with seniors, reading, crochet, checkers, and more. The Houston Police Department will provide DARE, safety programs, recreational events, guest referrals, and field investigations.

The Youth Y.A.H.O.O. will provide parents access to a host of services that are designed to educate them and improve their quality of life. Through these services, parents can complete their education by acquiring a GED, or they can receive job training or placement assistance. This will help them to increase their quality of life. If needed, parents and families can also be provided with assistance with utility, housing, food, and more. Finally, the TAC will be available to provide parents with parenting classes, money management workshops, and more.

The Charter and campus administrators will ensure they understand the goals and objectives of the 21st CCLC grant in order to plan activities, track and monitor needs, and identify necessary professional development trainings that will be supplemental to current school day curriculum instruction. Community partners will be recruited to address any outstanding needs that the Charter does not have trained personnel or time to address. Other instruments that will be utilized to determine academic needs will include: Charter Improvement Plan (DIP), Campus Improvement Plans (CIP), Individualized Education Plans (IEPs), Personalized Graduation Plans (PGPs), Individualized Graduation Plans (IGPs), Public Education Information Management System (PEIMS), benchmarks, and grades.

Plan for using evidence-based practices and local data to meet student needs and achieve t student outcomes. Only evidence-based practices that address the local campus needs will be selected for each campus based their identified weaknesses. Activities may include, but are not limited to:

Data-Driven Activities: The Charter will utilize 6-week's scores, attendance sheets, grades, benchmarks, and software reports as data sets to identify and target student needs and plan activities. Hence, based on annual results from the TEA 2014-2015 PEIMS, the Charter will select activities that best address the needs for each specific campus.

Scientifically Researched-Based Activities: Studies have been conducted that indicate that after-school activities help youth develop social skills, improve academic performance, and help them build strong supportive relationships with adults other than their parents. Impact in students can benefit elementary are students with social skills development and improved academic skills. This leads to improved conflict management and better school attendance rates.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school.

The participating campuses will provide instruction is adaptable to the academic and developmental needs of students. Instructional methods to be applied will include:

Individual Instruction – Provide highly individualized, one-on-one instruction to students. One-on-one instruction is highly successful in improving a student's academic standing.

Small-Group Instruction – Group-tutoring sessions will allow students to benefit from helping each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles.

Response to Intervention (RtI) Acceleration - RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI can result in: More effective instruction; Increased student achievement; More appropriate LD identification; Increased professional collaboration; and Overall school improvement.

Describe the planned staff to student ratios for the proposed sites and activities. The Charter will ensure that students are supervised by highly qualified individuals (Site Coordinators, Family Engagement Specialist, Parent Coordinator, Tutors, Contracted Partners, and Program Director) at all times with the appropriate student to staff ratio (20 to 1). The Charter understands that the Community Learning Centers will be targeting a diverse group of students, each of whom will have their own strengths and needs. The Charter proposes an adaptive instructional process in order to provide students with various manners for processing information to ensure each student learns effectively. By providing a learner(s) with curriculum content through ways other than traditional written text, the Charter can provide an alternative to the reading requirements inherently associated with processing printed material. Though the most obvious adaptation to traditional "reading" involves a peer or adult reading aloud to a learner, a number of other possibilities exist, through the adaptation of instructional materials. The Charter will incorporate some of the following strategies:

1. Scaffolding key concepts to be learned;
2. Utilizing teacher presentation cues (i.e. gestural, visual, or verbal) to emphasize key points;
3. Incorporating the use of demonstrations or role play;
4. Getting learners more actively involved in the learning process through the implementation of every pupil response techniques (i.e. response cards, thumbs up / thumbs down) or the incorporation of manipulatives for learners' use; and
5. Diversifying the groupings for instruction, so as not to rely solely on large group instruction.

Through these varied instructional methods and through the limited staff to student ratios, the Charter should reduce the at-risk failure and student drop-out rates.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the Family Engagement Specialist will be to develop and coordinate activities for students and parents at the participating campuses within Zoe Learning Academy. The Family Engagement Specialist will work with the Program Director, Site Coordinators, and Principals to encourage family engagement in education and successful student outcomes. The Family Engagement Specialist will focus on developing and presenting parent involvement information and technical assistance across all centers and maintain accurate data relevant to the planning, management, and evaluation of the program.

The following are some of the responsibilities to be performed by the Family Engagement Specialist across all centers:

- Build relationships with families and children across all centers;
- Provide families problem-solving opportunities and support that will help them to better meet the needs of their children's educational development;
- Orient parents in the philosophy, policies, and practices of parental involvement in all grade levels;
- Plan parent education and training programs; and
- Assist in recruitment of program participants and registration procedures.

Through the function and the role of the Family Engagement Specialist, the Charter should be able to increase the number of services provided to families. This new position will help the Charter actively and meaningfully engage families in their children's education and opportunities for literacy and related educational development.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination of family engagement strategies across all centers:

The Family Engagement Specialist will work closely with the Program Director, Site Coordinators, and campus staff to create a report that identifies outstanding practices, activities the schools have planned, and strategies to address the needs while implementing the program. Each activity will include recommended strategies for each center. The Site Coordinators will provide on-going coordination across all centers. The following data will be collected: 1.) number, nature, and frequency of activities, trainings, and coaching sessions; 2.) nature, duration, and frequency of students' use of resources; 3.) student progress towards academic and positive behavior; and 4.) level of satisfaction with the program. The data will be utilized to recruit and retain families. Moreover, the Family Engagement Specialist and Parent Coordinator will review all available data from the Program Director and Site Coordinators along with interviewing teachers, students, parents, and administrators to assist in the coordination of family engagement strategies across all centers.

Recruit participant families: The Family Engagement Specialist will work with the Program Director, Site Coordinators, and Parent Coordinator to recruit families by forming a marketing campaign consisting of providing students with flyers to be taken home to their parents, utilizing campus marquee, along with Charter and campus websites. In addition, the Family Engagement Specialist and Charter Parent Coordinator will distribute flyers to local agencies that provide services to the targeted families such as: Texas Workforce Centers; Local Family Health Clinics; Institutions of Higher Education; Community-Based Organizations; and Faith-Based Organizations.

The Family Engagement Specialist, along with the Director and Site Coordinators, will help recruit eligible families and provide family engagement strategies across all centers.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101-850**

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. A family assessment based on community needs, parental surveys, and testimonials were utilized to determine the proposed family activities that will address the needs of working families as well as provide them with opportunities for active and meaningful engagement in their children's education. The following activities will be provided at the centers:

Activity	When	Where	Need to be Addressed
Parental Involvement Workshops	Evenings, Saturdays, and Summers	At their assigned campus site, administration offices, library, and/or parent center	Parental Involvement and Student Academics
Adult Basic Education, Employment Skills Training, Career Development, Workforce Training, and Career Counseling and Speakers	Day-time and evenings	Workforce Solutions-Cameron approved centers, Parent Center, and CLC	Literacy Issues
Parent Leadership Training Program	Saturdays and Summers	At their assigned campus site, administration offices, library, and/or parent center	Students Behavioral Issues and Student Academics
Drug Abuse Resistance Education (DARE)	Evenings and Summers		Drug and substance abuse

Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development.

How activity addresses family need	How opportunities allow families to engage in child's education
Parental Involvement	Increase parent presence at the campuses.
Unemployment	Reduce family poverty level to increase resources for students.
Drug Awareness and Reduction	Increase awareness related to drug activities and be more engaged in their students' academics.
Family Literacy Issues/Educational Development	Ability to provide academic assistance to their students.

Describe additional resources that will be used to provide family engagement activities.

The Charter has partnered with Youth Young Americans Here On Operation (Youth Y.A.H.O.O.), Inc., Houston Police Departments, Houston Community College, Workforce Solutions-Houston, the TAC Provider, St. Mary's United Methodist Church, and St. Dominic Village Senior Care Community to provide parental trainings and workshops for eligible families.

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Schedule #18—Equitable Access and Participation				
County-district number or vendor ID: 101-850		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-district number or vendor ID: **101-850**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-district number or vendor ID: **101-850**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-district number or vendor ID: **101-850**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #19—Private Nonprofit School Participation		
County-district number or vendor ID: 101-850	Amendment number (for amendments only):	
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none):		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)County-district number or vendor ID: **101-850**

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:				
	# of students:	# of teachers:			
2	School name:				
	# of students:	# of teachers:			
3	School name:				
	# of students:	# of teachers:			
4	School name:				
	# of students:	# of teachers:			
5	School name:				
	# of students:	# of teachers:			

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students.
(Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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